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BULLETIN

OF

The Woman's College of Baltimore

VOL. I.

APRIL, 1905.

No. 4.

MR. BROWN, who graduated from Cornell University in 1892 with the degree of Bachelor of Arts, has not kept track of the changes in that institution since his day. Not long ago he met several young gentlemen who are to graduate from Cornell in the near future with the same degree, and began to talk with them concerning the University. Now Mr. Brown had been compelled to offer for entrance, in addition to a number of other things, about four years' work in Latin and three years' work in Greek, and had been compelled after he entered college to take solid geometry and trigonometry, a year of French, a year of German, two years of Latin, and two years of Greek. Judge then of his surprise when he found that, of the three young men to whom he happened to be talking, one had never studied either French or German, a second knew no mathematics beyond plane geometry, and the third had done no work, either collegiate or preparatory, in either Latin or Greek.

THIS hypothetical interview serves to illustrate the marked change that has taken place not only at Cornell but at many American colleges in the last few decades. There was a time and that not far distant when the degree of Bachelor of Arts from an American college indicated that the recipient had devoted four years to a definite program of studies including Greek, Latin, and mathematics, with the addition of historical and philosophical work depending in kind and amount on the particular institution that conferred the degree. Today the degree means three or four (usually four) years of study, but with the exception of a certain amount of preparatory work in English does not necessarily imply the study of any particular subject.

IT is easy enough to understand the change if you are willing to look at the successive steps by which it has come about. The earlier part of the nineteenth century had a definite educational standard. The educated man of the day was familiar with Greek and Latin, with ancient history, with

mathematics, and with certain phases of philosophy. Gradually however popular interest in science, in modern literature both English and Continental, in recent and contemporary history, and in economic and sociological investigations, coupled with the enthusiasm of the investigators in these fields, led the colleges to consider the necessity of creating or expanding departments of modern languages and literatures, science, history, and economics. But the time of the college course was fully occupied. How could the new work be added? So long as only a small amount of work was in question the difficulty might be met by allowing the upper classmen some choice in their subjects of study. Probably one of the earliest examples of "election" in this country was the choice between chemistry and calculus granted to Harvard seniors in 1824. But the amount of work under consideration was not small. New subjects or new phases of old subjects crowded into the curriculum and more and more freedom of election was demanded. Such concessions as were made seemed only to increase the demand and it was not long before a number of students were pleading for permission to replace all the Greek, Latin, and mathematics of the college course by what seemed to them subjects more modern in character or of more immediate practical utility.

PROBABLY the best way out of the difficulty was the one actually adopted by a number of institutions, the creation of new degrees. If at that time the leading colleges had agreed upon a number of degrees, such as Bachelor of Philosophy, Bachelor of Science, and Bachelor of Literature, and established appropriate courses leading to these degrees equal in amount of work to the course leading to the Bachelor of Arts, the introduction of the new subjects would have been to a great extent provided for. Unfortunately no such unity of action was possible. Certain colleges did institute these degrees, but in too many cases the courses were not made to correspond to the degrees, and the Bachelor of Science was given at the end of a course which differed from that leading to the Bachelor of Arts, not in the amount of science included, but rather in the fact that modern languages had replaced the classics. Still other institutions saw and embraced an opportunity to attract students by offering these degrees for the completion of courses shorter in length and far less serious in character than the course leading to the Bachelor of Arts. As a consequence the new degrees were soon at a discount in the minds of the general public. The B. S. course at the University of A— might be a solid four years' course with fine opportunities for scientific training, but a student hesitated somewhat about taking it when he found that the University of B— gave the same degree to the man who had taken four years to do two-thirds of the easiest work in the B. A. course.

WITH hosts of students pleading for instruction along scientific, literary, and sociological lines, and with the new degrees at a discount, the next step was natural enough. It was to abandon the new degrees altogether and to abandon also the traditions that clustered around the Bachelor of Arts and give it for all courses, no matter whether the predominating subjects were ancient languages, modern languages, literature, science, or history. This innovation grew in favor rapidly. Institution after institution fell into line. Even sixteen years ago when the Woman's College of Baltimore was founded, the precedents were sufficiently numerous to lead the founders of the college to adopt this policy, and today the list of institutions giving the B. A. in this way includes a large number of the best known and strongest colleges and universities. At present however there seems to be a determined effort to return to the earlier policy, and give degrees corresponding to the courses of study followed. The University of Chicago from the first has declined to give the Bachelor of Arts without both Latin and Greek and has offered the Bachelor of Science and Bachelor of Philosophy for courses equal in length to the Arts course. Columbia, which has used the Bachelor of Science as a semi-professional degree in connection with Teachers College, has decided to confer it as a regular college degree on those students who replace the ancient languages by an equivalent amount of science. Princeton, while refusing to give the Bachelor of Arts without Greek and Latin, has now decided to admit students without Greek and to give them the degree of Bachelor of Letters. It will be interesting to see whether the action of these three powerful institutions will be sufficient to turn the tide in this direction.

MEANWHILE the elective system has made rapid headway. Students were at first granted nothing more than the privilege of choosing between two or three subjects in their junior and senior years. But as the demand of the students for greater freedom of choice and the demand of instructors for opportunity to offer new courses grew stronger one course after another was taken from the list required of all students and placed on the elective list, until at present even the more conservative institutions permit the student to elect from one-half to two-thirds of his work. The required work varies decidedly in different institutions, but the subjects most frequently included are one or two years of work in English, one or two years of science, one or two years of modern language, one year of philosophy, one year of mathematics, and one year of Latin. Many institutions are much more liberal than this however. Harvard, Cornell, Leland Stanford, and others make practically all the college work elective. Consequently, when we remember that many of these same institutions allow wide liberty in the choice of subjects offered for entrance, the statement made above concerning the present significance of the degree of Bachelor of Arts seems entirely justified.

IN the following table the figures given denote the number of year-hours of college work required, in the subjects named, of all candidates for the degree of Bachelor of Arts. A year-hour is the amount of work corresponding to one recitation a week for one year. It must be remembered that this work is in addition to the work demanded for entrance, and the entrance work must therefore be taken into consideration in instituting any comparisons.

	Woman's College Baltimore	Vassar	Smith	Wellesley	Mt. Holyoke	Bryn Mawr	Barnard	Radcliffe
English	4	3	2	4	6	10	6	3†
Latin	3*	3*	3*		4		3†	
Modern Languages	8†	3	3				6†	3†
Language				3 or 4	4	5†		
Science	3	3	3	6§ or 8§	4	5	3	
History	4§	3	2		2		3†	
Physiology	3			1				
Mathematics	3†	3	3†	4	4		3†	
Philosophy	4	3	3	3	3	5	1½	
Biblical Literature	2		2	4	3			
Economics							1½	

* May be replaced by Greek. † May be offered for entrance. ‡ May be replaced by logic and argumentation. § One-half may be offered for entrance.

THE statement that one-third to one-half of the work in a given institution is elective does not necessarily imply that the student is free to select such subjects as he wishes without regard to their relation to each other. At some institutions this is the case, but in many American colleges the elections of the student must be made in accordance with some system. Thus in Johns Hopkins University the undergraduate must select some one of seven groups and after this selection is made he is permitted very little further election. In the new Princeton plan the junior must take two courses in one department, a third in a related department, a fourth in an unrelated department and is left free as to the fifth. The senior must take three courses in a department in which he took two junior courses and is left free as to the other two courses. The Woman's College of Baltimore demands that the student shall do from eight to twelve year-hours of elective work in some one department. Wellesley demands that not less than eighteen year-hours of elective work shall be devoted to two or three departments, and that not less than nine nor more than twelve of these eighteen year-hours shall be in one department. Bryn Mawr demands that ten year-hours shall be given to each of two subjects, and imposes certain restrictions in the pairing of subjects. Vassar demands that not less than six year-hours shall be in one de-

partment. Smith demands that two consecutive courses, each of three year-hours, shall be taken in one department in the junior and senior years, and that in each of these years at least one course shall be taken in an unrelated department. Mount Holyoke demands that ten year-hours shall be taken in one department and that the other advanced elective work shall be selected with the approval of the head of that department.

THE foundation on which these systems seem to rest is the belief that every student should do advanced work in some one subject, and yet be compelled to give a portion of her time to other subjects in order to avoid premature and narrow specialization. The need of some such system of restriction is well illustrated by the following quotations. The first is from an editorial in a magazine published by the young women of a college in which there is very little restriction of the elective privilege. The second is from a member of the staff of a large university that has decided to adopt such restriction after long trial of unrestricted elections. "This advantage" of being able to choose subjects for specialization late in the college course, "is, of course, often made a disadvantage by students who never choose at all but spend four years dipping into all the subjects the catalogue offers. The result is obvious, for beside a decided hurt to their moral natures through such indecision they finish their four years with very little positive knowledge to show for it, besides never having proceeded beyond the elementary methods of training employed at the beginning of a new subject." "The man who has attained to freedom and sees before him the immense and variegated bill-of-fare which — College is able to offer him is tempted to nibble and sip instead of eating and drinking. There are so many languages and sciences to be begun, so many 'interesting' courses of lectures to be heard, that he is in some danger of making up his entire curriculum out of more or less elementary odds and ends, and so coming to the end of his course without having acquired solid knowledge or the spirit of scholarship in any subject whatever."

A NEW IDEA IN GRADING.

COLUMBIA University has adopted a number of changes in the organization of its courses, one of the most interesting of which is the plan by which excellent work is to be rewarded and poor work punished. If a student receives the grade "Excellent" in two courses in any half-year, and none of his work is below the grade "Good," he is to receive extra credit equivalent to one-third of a course. If on the other hand he receives the grade "Poor" in two or more courses, he is to receive credit for but one of these courses.

COLLEGE WORK IN BIOLOGICAL SCIENCE.

THE study of plants and animals may be conducted from many different points of view, each of which reveals much of interest and of educational value. The structure of plants and animals, the resemblances and differences between different species, the development of the individual plant or animal from the embryo to the adult, its life activities, its relation to the circumstances by which it is surrounded, and the character of living organisms in previous geologic epochs are all subjects of intense interest.



So varied is the subject that no one school or college can attempt adequately to study all its phases, yet the college student of biology should have an opportunity, while following up carefully one or two phases of the subject, to get sufficient glimpses of the other phases to realize something of their interest.

We are fortunate in Baltimore in being in a region which presents very varied conditions for the growth of plants and animals. North and west of the city are wooded hills and valleys with very diverse soil; south and east is low ground, largely sandy woods, but with sufficient marsh for collecting purposes; salt water is in easy reach by street car, so that the fauna and flora of the region are unusually rich.

We are trying to take advantage of these opportunities for biological study by offering courses that treat of both plants and animals in their relations, in

their physiological behavior, in their structure, and in their embryological development; and as an aid to our work we have a very satisfactory equipment of apparatus and collections for study. The botanical side of this equipment will be materially increased this summer by the construction of the new greenhouse.

Some of the pleasantest phases of the work in this department are outside of the regular courses. The Biological Club which meets about a dozen times a year gives an opportunity for the informal discussion of special subjects and also for hearing biologists from other institutions present subjects with which they are especially familiar. General discussions and certain theoretical aspects of the science, which could hardly be included in the classroom work, can receive some attention in the Biological Club.

M. M. Metcalf, Professor of Biology.

LIBRARY FACILITIES IN BALTIMORE.

THE libraries of Baltimore form an admirable adjunct to the means of positive instruction given in the colleges. For medical work there are the libraries of the Johns Hopkins Hospital and of the Medical and Chirurgical Association; for the law student, the Law Library.

The Mercantile Library on North Charles Street is a subscription library, of which one may become a member by paying five dollars a year, and so enjoy the advantages of its excellent collection of books and its attractive reading room, where one may read the latest magazine or the newest book as soon as published.

The Maryland Historical Library, Saratoga Street, near Charles, with its quiet entrance, is a pleasant place, where one may spend much time. Here are not only many volumes, some of them extremely rare, but collections of MSS. relating particularly to the early history of Maryland, that delight the soul of the delver after early local history.

The Friends' Meeting House, on Park Avenue, has a library of well-chosen books, and other small and excellent libraries are connected with schools or institutions. The Johns Hopkins University and the Woman's College of Baltimore each has its general and special libraries, but the two largest libraries of Baltimore, both accessible to students, both public free libraries, are the Peabody Library and the Enoch Pratt Free Library.

The Peabody Library is part of the Peabody Institute, the "University for the People," planned and endowed by Mr. George Peabody, a banker, who, born of poor parents in Massachusetts, came to Baltimore and prospered, going later to London, where he made a large fortune. His scheme

was intended to "advance the intellectual and moral culture of the whole community" in Baltimore, to which city he was strongly attached. Mr. Peabody is said to have placed the Library first in his scheme of the Institute, and this fact has been recognized by steadily increasing the number of valuable books contained in the Library. The Peabody Institute is situated on Mt. Vernon Place, close to the Washington Monument, and is built of white marble, simple and impressive architecturally.



The Library is a "masterful assemblage of the best that human thought has produced," as expressed by Dr. Philip R. Uhler, Librarian, and Provost of the Peabody Institute, in his latest report, issued June, 1904. Dr. Uhler adds: "It comprehends Science, Literature, Art, Philosophy and Theology, Education and Technology, and to crown all, History, in its sources and in all its diverging movements. The company of scholars who appreciate this Library is ever growing in number, and they are slowly but steadily coming hither from all parts of the land."

The Library is rich in special collections, such as county histories of England, natural history, fine arts, and different divisions of history. Specimens of incunabula and books handsomely bound and illustrated are here also. It contains 155,000 volumes, and 371 periodicals are subscribed for. These latter include American, English, German, French, Italian, Dutch, Spanish, and Russian.

The Library is for reference, not for circulation, and it offers ideal opportunities for study under excellent conditions.

The Enoch Pratt Free Library is made up of the Central, on Mulberry Street, between Park Avenue and Cathedral Street, and seven Branch Libraries. One of these latter—Branch Library No. 6—is very convenient to the Woman's College, being situated on St. Paul Street, near Twenty-fifth Street.

The Pratt Library was founded by Mr. Enoch Pratt, who, like Mr. Peabody, was born in Massachusetts, coming to Baltimore in 1831. Mr. Pratt declared that the Library was "for all, rich or poor," and its books have been freely given to all readers complying with the very few restrictions.

The latest report (January, 1905), shows the Pratt Library to have on its accession catalogues 272,917 volumes. Special collections are mentioned, including a large number of histories of regiments during the United States Civil War, and a collection of musical works for different musical instruments. The Library is both for reference and for circulation.

At the Central Library 381 current periodicals are on file. Dr. B. C. Steiner, the librarian, has made an effort to secure full sets of all periodicals indexed in Poole's *Index*, and the Pratt Library has now a splendid collection of sets of periodicals. Students preparing their references from the volumes of Poole, and the *Annual Literary Index* in the Woman's College Library, find the material ready for them at the Pratt Library.

Other collections of special classes or subjects or for particular uses may be found here also. One of the most interesting is the collection of books for the use of the blind. These are printed in New York point, and are large volumes. The Bible is in eleven volumes. The collection includes books of nature and science, philosophy, poetry, history, biography, and fiction.

A Library Club at the Woman's College of Baltimore has met once a week during the present year. The work of the club has been the study of works of reference, with special reference to the books in the College Library, and there have been talks on classification, cataloguing, children's books, and book-binding. Visits to public libraries and to book-binding and printing establishments in Baltimore and Washington will be made before the close of the year.

Harriet A. Blogg, Assistant Librarian, Woman's College.

LIBRARY TRAINING SCHOOLS.

THERE are three large training schools in the country which are open to men and women on equal terms. At the head of the list stands the New York State Library School at Albany, a continuation of the Columbia Library School, where only college students are admitted. The regular

course of instruction is two college years of about forty weeks each, and eight hours work a day or about forty a week is exacted. The total tuition and lecture fees for the entire course amount to \$100. To this should be added \$25 a year for the annual visit of the students to New York and Boston libraries and \$20 a year for text-books, catalogue cards, and various technical fittings and supplies.

Pratt Institute, Brooklyn, offers a one-year and a two-year course, each independent of the other. Tuition fees are \$15 for either course and the cost of materials about \$25. A rather severe entrance examination is given, but college training is not required.

The Illinois State University has a school with a course which occupies two college years, with no tuition fee for matriculated students. In addition to these schools there are smaller schools in various parts of the country, notably those at Drexel Institute, Philadelphia, and at Simmons College, Boston.

For the benefit of those who have already engaged in library work and who have not time for an extended course, but who wish to broaden their library horizon, summer schools have been started at Albany, Amherst, Chautauqua, and Wisconsin State University. Still another form of library training is the apprentice class in various large libraries. These classes are organized for the purpose of training workers for the library in which they are situated and consequently give instruction in the methods of that library only. One of the largest of these classes is that held in connection with the New York Public Library, while another has recently been formed at Columbia University. No tuition is asked for instruction in these classes, the library holding them getting its compensation in the practical work which each student does for the library, but on the other hand the training is, of course, much more restricted and the students lose the broad comparative view which is gained at the regular schools.—*Harriet B. Prescott, in The Mount Holyoke*

COLLEGE VERSE.

SONG.

[VASSAR PRIZE POEM.]

My love is like a little bird,
So blithe and quick is she,
So blithe and quick and debonair,
So loving of the open air,
And full of dainty ecstasy.

My love is like a little bird
And merrily she sings,
And singing, stoops with lips that miss
No happy note, my cheek to kiss,—
A brushing touch like sunlit wings.

—*Elsie Mitchell Rushmore, in Vassar Miscellany.*

the mass. It is impossible, in general, for the student in the very large colleges to establish personal relations with the members of the faculty and receive that personal direction and attention which are so helpful.

The Woman's College devotes its attention to one thing, and that one thing is the very thing in which you are most interested—the undergraduate training of young women. Not until the student has completed her college career does she realize the importance of the college life in her development. The association with others working with the same ends, the same ideals, the same loyalty to class and college, in a word, all that is included in the term "college atmosphere," constitutes one of the most potent influences in the student's development. But a college atmosphere can be developed only with difficulty, and imperfectly, when the student body is a heterogeneous aggregate of preparatory students, undergraduates, art, music and commercial specials. The common interests of such an aggregate are not sufficiently strong to weld the component parts into a harmonious student body. The same holds true, though to a less extent, when the graduate and undergraduate students are intermingled, and in this case the graduate interests are apt to dominate the entire institutional life. The Woman's College has no graduate department, no preparatory department, and admits no specials, except a few (this year 17, last year 12) who enter for subjects in the regular undergraduate curriculum. The student here has no cause to feel that the college life is injured by the presence of a non-collegiate body, or that the interests of the undergraduates have been made to yield to the interests of some other department of the institution.

LIFE IN RESIDENCE.

THE American College in its fullest perfection will be a residential college. We are coming to see that the best results of college are only to be obtained when the college student lives an academic life among his companions. The ineffable whole of college life seems to be made up of semi-seclusion in academic surroundings and of intimate and delightful association with other youth of the same age and with professors who are devoting themselves to scholarship and research.—*M. Carey Thomas, in Educational Review.*

THE FEBRUARY BULLETIN.

The next issue of the BULLETIN will be a special number containing the annual program of the college, description of courses, requirements for admission and for graduation, et cætera. It is of interest chiefly to those who have some intention of entering college and in consequence is sent out only upon special request. A postal card will secure it if you desire to examine it.



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STUDENT GOVERNMENT CONFERENCE

STUDENTS and teachers who believe that many questions of school and college discipline may wisely be left in the hands of the students themselves will be disposed to consider the recent Wellesley Conference as a distinct step in advance. This Conference met at Wellesley on December third and was composed of representatives from the student organizations of Barnard, Brown, Bryn Mawr, Cornell, Mt. Holyoke, Simmons, Vassar, Wellesley, Wells, Wilson and The Woman's College of Baltimore.

The conference had of course no legislative power, but devoted its two sessions to a comparison of the existing conditions in the institutions represented and to a discussion of the methods of forming and directing a student self-government association.

QUESTIONS.

UNDER this heading the Editor will be glad to answer in future issues of the BULLETIN questions from young women in preparatory schools concerning The Woman's College of Baltimore, or more general questions concerning college matters. We recognize that young women preparing for college are frequently interested in matters that are not fully set forth in the college program, and are willing to give such information as lies in our power. If the question does not seem to us of general interest, an answer will be sent by mail direct to the inquirer. Please be careful, therefore, in sending in questions to add your address. Unsigned questions will not be considered, but names and addresses will not be printed.

SHALL WE SEND YOU THE BULLETIN?

We desire to place this BULLETIN in the hands of as many young women in the Junior and Senior classes of the preparatory schools as possible. If you desire to have it sent to you regularly, send your name and address, the name of your school, and the year in which you expect to graduate. Address all communications as follows:

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